

German Afternoon Class 2019/20



Promoting a life-long love of reading is priority.
Creating a fun environment to read and discuss books is the tool.
To enjoy and work with a book in *German* is
GERMAN ISD BOOK CLUB!

First Semester Starts: Monday, September 16, 2019

Days: Every Monday & Wednesday

Time: 3 pm to 5 pm. -- 3 pm small snack & recess. Class starts promptly at 3:30 pm.

Sessions: 20 sessions: Monday, September 16 to Wednesday, November 20 2019

Teachers: Mrs. Verena Sandoval (Pre-K) & Mrs. Larissa Carnevale (Pre-S)

Literature: "*Drei Helden für Mathilda*"

<https://www.thienemann-esslinger.de/thienemann/buecher/buchdetailseite/drei-helden-fuer-mathilda-isbn-978-3-522-18458-8/>

Group: minimum 6 students, maximum 10 students

Costs: \$450 when enrolled before July 1st; \$500 after July 1st.

Space is limited - 1st come; 1st serve! The amount covers all materials and snacks.



"BOOKS are the plane, and the train, and the road; They are the destination and the journey. They are home."

Anna Quendlin



About the book:

Three cuddly animals hunt a suspicious kidnapper. It is such a funny and emotional story of friendship.

Like every morning, Fitze Fusselkopp wants to wrap his long monkey arms around Mathilda, but one day he realizes the unexpected: Mathilda is gone!

Wim the lion, the bear Bummel-Bom, and Fitze are convinced: Mathilda was taken! These three cuddly friends rappel out of the window and plunge into the middle of the urban jungle to find Mathilda.... An adventures begins...

About the author:

Oliver Scherz, born 1974 in Essen, is a children's book author and a German actor. His books surprise readers with the headstrong and imaginative view of children by engaging them into the world of reading, inspiring young ones to use their imagination to dive into a different world.

The German magazine "Der Spiegel" listed "Drei Helden for Mathilde" by Oliver Scherz in May 2019 on rank 4 of the best children books in Germany, for age 6 to 10 years.

Name: _____ **Age:** _____

Address: _____

Phone#: _____

Email: _____

School/Grade: _____

German 1st/ 2nd language. Please circle.

Any Allergies: No/ Yes: _____

Please submit the form with the full payment (check or cash) to German ISD office:
GERMAN INTERNATIONAL SCHOOL OF DALLAS

"German Book Club"
12411 Templeton Trl
Dallas TX 75234
WWW.GERMAN-ISD.ORG



Why a book club at German ISD?

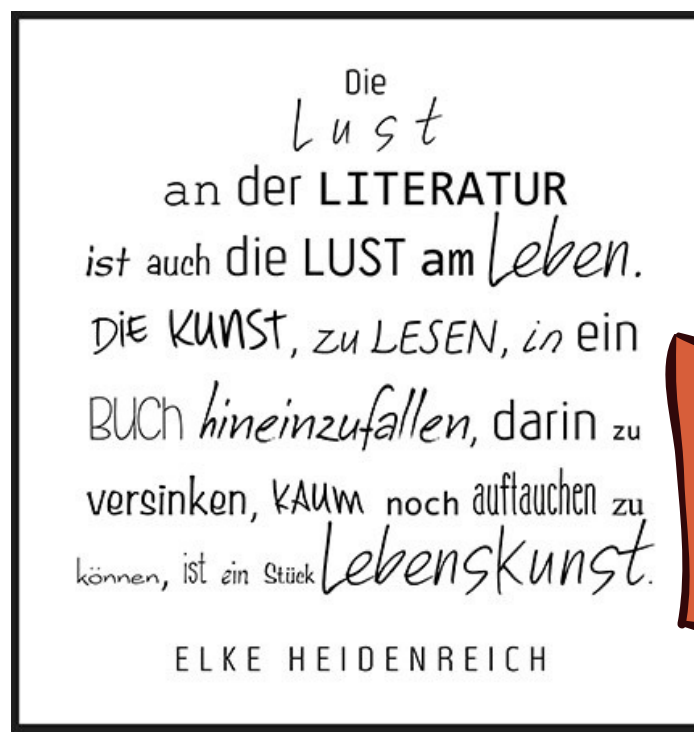
It doesn't matter when your child began at German ISD - books are our number one tool at school when it comes to language learning. We use various literature throughout the academic school year based on different themes. As a German school, we have the most adorable children books - all imported from Germany. It first begins with listening to what the teachers read out loud - and now we want to give it a little twist. Here is why:

Although the majority of German ISD students begin as monolingual English speakers, there are also students whose mother tongue is German. Because the latter group often possess vocabulary and linguistic skills exceeding those of their peers, it is evident that we must continue their progress and maintain their German language skills through offering a fun class.

Though many of our German-speaking students were bilingual, most of them are not biliterate—they can speak German, but only a few knew how to read and write in German as well. Unless their families have purposefully cultivated their German literacy skills or have visited our Lower Elementary classes, their academic skills in German have yet to be fully developed.

These accomplished linguists don't need to relearn their numbers, basic greetings, and simple verbs—they need an opportunity to become fluent in their native tongue by simply using it.

The goal of German ISD book club is to practice German language skills by reading the selected book together: As a group, on individual times, as partners, and in fun projects. Students will expand their German lexicon, gain a better understanding of grammar, and simply become more comfortable while enjoying reading out loud to a group. It will be easier for them to comprehend what they are reading, as we will work with the same book for an entire semester - including fun games, plays, music, and different projects.



The Importance of Reading in Second Language Acquisition

Even at a slow pace, reading exposes students to more sentences, grammar, and new vocabulary per minute than the average short class, TV show, or song.

This explains why students who read foreign books are able to speak more fluently than students who don't, despite having done the same amount of classes.

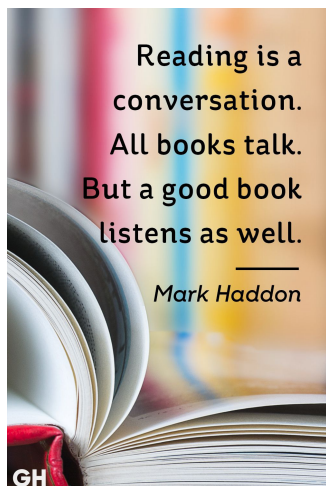
Reading offers students a wider range of vocabulary and grammar, essentially supporting and feeding the brain with correct language structures.

Although reading may be a source of frustration at first, students who make it a ritual to read gain language skills much faster than their peers.

Many researchers have focused on the positives, including the theory that books are an essential part of a language curriculum, especially for kids.

Researchers discovered that since children's literature makes use of natural language patterns in familiar contexts relatable to student readers, it helped the students make connections and recollect those language structures much faster.

Children's books contain more than just vocabulary. The images provided also help the reader comprehend the meaning without language skills, as the images support the text in a mutual relationship. Just as learning is facilitated by visual cues, reading helps the brain to remember these language structures, allowing the learner to connect an image to the word it represents.



Reading also helps with recollection. Children will link those grammar structures to past memories involved with book reading, especially if the memories are linked with positive emotions.

We must additionally remember that books contain a richer and more refined form of language. For example, relying only on spoken forms can lead to a simplified acquisition of language skills. In spoken form one could say "The weather is bad / Das Wetter ist schlecht", but in a written form, we could throw in lavish adjectives such as "dreadful, awful, lousy, abominable, etc fürchterlich, schrecklich..." the list could go on and on.